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# Mapping Meeting Places

## *Science & Math Lesson Plan*

### **Learning Objectives**

- Students will identify 2 meeting places as part of their family communication plan.
- Students will draft and finalize aerial maps of their home and their neighborhood.
- Students will chart evacuation routes on their maps.
- Students will show their maps to their families and lead family members in participating in an evacuation drill to the family's designated outside meeting place.

### **Preparation**

Instructor gathers large drawing paper, rulers, pencils, markers and glue for each student group. Instructor prints out labels: 'My house' 'outside meeting place' 'out-of-neighborhood meeting place' 'my evacuation route'. Instructor may add any labels that may be specific to the class' community. Instructor draws or prints out an example of an aerial map that contains a title, legend, and appropriate labels. Instructor gathers maps of the neighborhood and/or other geographic specific information the students can use as a reference.

### **Introduction**

Instructor reviews family communication plans, emphasizing the aspect of identifying an outside meeting place and an out of neighborhood meeting place. Students verbally explain the difference (for example- my outside meeting place is the mailbox. My family will meet there if there is a fire. My out-of-neighborhood meeting place is the community center. I will go there if I can't get into my house because of an emergency).

Instructor explains that the students will be mapping these locations and will be able to post them in the classroom and then in their homes. Instructor displays the model aerial map and guides students in a discussion of why each aspect is important.

*On the Spot Assessment:* Instructor asks students to raise their hands if they can just draw their aerial maps by freehand. If many hands are raised, instructor will review the importance of having, neat, precise, and organized maps which will require the use of rulers, research on their locations, and creating a rough draft.

### **Procedure**

Students will be asked to collect important information about their homes and neighborhoods and begin a draft of their two meeting places for homework (note: may be over multiple days). Students will get feedback verbally from the teacher on their drafts. Students will work on finalizing their drafts by drawing their map, glueing on their labels, charting their evacuation routes (as appropriate) and adding a title and legend to their maps. Students will work independently on their assignment, although they may speak in low voices to their neighbors. After getting the teacher's approval, students may use a permanent pen or markers to finalize their maps.

### **Closing & Assessment**

Teacher grades maps based on the inclusion of all the communicated elements (title, legend, labels, meeting spots, etc). Separate grades can also be given for students' ability to collaborate and work independently and revise a drafted version.

Once maps are displayed in classroom, students will be asked to bring their maps home, go over the evacuation routes with their families, and lead 1 emergency drill in which the family practices leaving their home and meeting at their outside meeting place.

### **Optional Addition**

Students are asked to document their emergency drill that they lead in their homes, either with a video or still camera, or by creating a summary of the drill signed by each family member. Students will be asked to orally present to their classmates what their evacuation drill entailed and any lessons they learned from conducting the drill. Teacher will remind students that drills are done at school just like they practiced theirs at home. Instructor will review emergency procedures for the school with the students.